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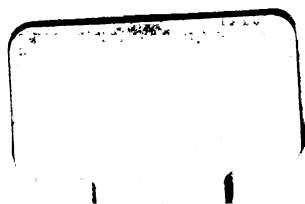
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College Preparation and
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College Preparation and Success In Life

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LAURIZ VOLD



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College Preparation and Success In Life

(Dedicated to each first year class in the University of North Dakota)

LAURIZ VOLD,

Associate Professor of Law, University of North Dakota

One of my earliest experiences upon entering college was to witness a reunion of alumni on some festal occasion. I witness the procession of a large column of men, wearing their caps and gowns, marching to the accompaniment of a military band. The procession came to a halt and the men all joined in singing their college song which they had so fervently sung on their graduation. "Fair Harvard, thy sons to thy Jubilee throng, and with blessings surrender thee o'er. By these festival rites, from the age that is past, to the age that is waiting before." The alumni upon their graduation surrendered their college to the age that was waiting before. What was that age? Plainly enough the age that was waiting before was the undergraduate body, and included the Freshman class of which I was one. The significance of my situation began to dawn on me. The college was in my hands.

We went to the first meeting of the Freshman class. We didn't have any general convocation. Professor Parker, in greeting the Freshman class, said that he approached us with a feeling of reverence. We laughed at him, we were yet so green we didn't suspect we were worthy of that great man's reverence. Then he explained that he was not joking but was in dead earnest, that he was thinking of the great achievements which would be ours by and by. As an illustration he mentioned that President Roosevelt, as he then was, was once a student at Harvard just as we were now, and now he had become president of the United States. He mentioned that Governor Guild was once a student at Harvard just as we were now, and now he had become governor of the state of Massachusetts. He referred to the fact that students now in college uniformly became the great men of the future in all lines of useful endeavor.

Students now in college uniformly become the great men of the future in all lines of useful endeavor. There we have it. Our alumni surrender the college to the incoming generations of undergraduates with so much satisfaction because among those undergraduates of today are the great men of tomorrow. Not all presidents of the United States to be sure are Harvard men. Ex-President Taft

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is a graduate of Yale, and President Wilson is a graduate of Princeton. All of the presidents, however, have in these later times been college graduates, and were in their time undergraduates, even as you and I. They were students in college who became the great men of the future. If we look at the records of the great war the same story is prest upon us. Every great leader in every line of war work was a man of education, and even most of the officers were college trained men. Among these leaders, I am proud to say, was a large percentage of North Dakota college men.

I am going to make a local as well as a general application of the principle that students now in college become the great men of the future. There are men on the faculty of the University of North Dakota today who remember the time when Governor Frazier was a student here. There are men on the faculty who remember the time when Attorney General Langer was a student here. There are men on the faculty who remember the time when Mr. Steffanson was a student here. We have fair reason to hope that there are men on the faculty today who some years hence will remember this day. They will have occasion to remember this day when some student now in college in the University of North Dakota shall have become the President of the United States. In the time during which I have been a member of the faculty—not so many years—I have already begun to experience the pleasure of seeing my good former students becoming men of importance in the community. I have already had the pleasure not only of seeing some of them in positions of responsibility in different departments of the state government, but of having them talk over with me the duties of their new positions. I can therefore testify to the personal pleasure which it affords to the faculty to see their students doing well—the gratification afforded to the University by seeing that its sons, now in college, become the great men of the future.

Those who become great start on the road to greatness in the plastic and vigorous years of youth. The most conspicuous case of youthful achievement known to recorded history is the story of Our Lord Jesus, who at the age of 12 gave instruction in the temple and at the age of 33 had finisht his earthly ministry. The extent of his influence upon the lives of men has been and is beyond the power of words to describe. With ordinary mortals every great man of every age has laid the foundations for achievement while still a young man. Alexander the Great was a great king, as kings went. He achieved his greatness and died while still a young man, but his power to achieve was developept while he was still a boy. His greatest victory

was not his victory over Darius the Persian, but rather his victory, while still a boy, over the refractory horse which he resolved to overcome regardless of the difficulty. President Wilson has been accounted one of the greatest men of the present age. The qualities which gave him his greatness he developed in his youth. There is hardly a man in public life today whose education has been so thorough, so all-sided, and so fruitful, as President Wilson's. He took honors in his college work, won prizes for research, excelled in oratory, and even won recognition as a football player and football coach. That education which President Wilson acquired as a young man he has in recent years been applying to the distressing affairs of an acutely distressed practical world.

We have recently had an interesting local demonstration of the fact that the start toward success must be made in the vigorous years of youth.* I have recently been checking up the records of success or failure of the members of the bar now practising in North Dakota. I have looked at their success in practice from several angles, noting how many of them got cases at all to handle, if they got cases how many cases did they get, and finally, of the cases they got how many cases did they win. Looking at success in the practice of law in the light of these factors, it appears that the young man who has begun his actual practice of law at about the age of 25 years has had, on the whole, the greatest professional success. The young man who has not got around to begin his actual practice till he was from 30 to 35 years old has failed to equal his younger brother's success by a margin of from 15 to 25 per cent, while the man who started out still later in life, from 35 to 40 years old, has failed to equal his younger competitor's success by a margin of about 50 per cent. Power to achieve results is what counts. To develop that power you must make the start while still in the vigor of youth. If you do not start while you are yet young you will reach, not the high road which leads to success, but the by-way which leads to the melancholy land of lost opportunities. In good old didactic language, "the time to get started is *now*."

It would be a mistake to jump to the conclusion that one ought to leave college to get started toward success in his life career. The place to start is right now in college. It is unnecessary, here, to elaborate upon the benefits of a college education. Suffice it to say that there are two general classes of students to be met with in every college. The one class receives a diploma upon graduation, and

*The data regarding the success in practice achieved by North Dakota lawyers, referred to from time to time in this article, I have set out at length, with detailed comments and explanations, in 33 *Harvard Law Review*, 168-197.

thenceforth we call its members graduates. The other receives no diploma upon leaving college. Instead of graduating, its members quit. One class develops into graduates, the other class develops into quituates. Almost without exception the men who achieve success worthy of the name, if they enter college at all, persist until they are graduated. From the ranks of quituates have come very few indeed of the men who have achieved distinction. For those who enter college, graduation indicates collegiate success, quituating indicates collegiate failure, and the same fortune holds true in strikingly large measure with those men in their work in after life.

The essential difference between the graduate and the quituate is strikingly illustrated by two characters in Bunyan's *Pilgrim's Progress*. One may recall that on his way to Mount Zion Christian was entertained and instructed for a time at the house of the Interpreter. One of the things Christian saw there was the scene of the two little boys Passion and Patience. Passion wanted his enjoyment right away now, Patience was willing to wait for his till the appointed time. Passion got his joy at once, the governor giving him a bag of rich treasures for which he was pining. Passion rejoiced at the treasure and laughed Patience to scorn, but he had soon squandered his treasure and had nothing left but rags. Patience, on the other hand, in the appointed time entered into the inheritance eternal. Passion wanted to have his pleasure now, thinking nothing of the future; Patience was willing to endure the present trouble and postpone his enjoyment to the better day. Like Passion and Patience in the story, so with the quituate and the graduate in college. The quituate plays for his own enjoyment while here in college, letting the future blissfully take care of itself. The graduate works soberly while in college in order that he may develop the power to win the reward of future achievement. The one makes his studies the chief occupation of his college life. The other doesn't let his studies interfere with his college education but tacitly approves of the motto, "never a look inside of a book for four years at the U." To put it in simpler form, both are equally busy, but while the graduate is working the quituate is playing.

As a mathematical demonstration that success attends college graduates in a much larger measure than it attends college quituates, I may refer again to the record of the lawyers practising in North Dakota. Among them the group composed of college graduates has won by far the greatest average of success in actual practise. Next to the college graduates come those lawyers who have never attended college at all. Last of all come the college quituates, thirty per cent

behind the college graduates in their success in practise.

The difference between the graduate and the quitate in the way in which they do their work is especially important to some of the young ladies who come to the University. Who is the most admirable young man you meet? He must be a fellow who now is nice, of course—and strong. He must be willing to call often, stay late, and sit close, and must always bring boxes of candy. You know all girls love candy.

But suppose yourself married to that man. He ought to be a breadwinner. Unless he is a man who does his regular college work at least up to graduation average he will make a poorer living than the fellow who didn't come to college at all. Moonlight and kisses are under certain circumstances very pleasant. You might even seem to subsist on them for a time. Without a roof over your head, however, when the storms of winter come, the kisses will turn to growls and the moonlight will be hidden in mist and snow. To keep the kisses forever sweet, and to keep the moonlight ever clear, you need the accessory of a cosy fireside in a home you can call your own. If you choose a college man, look not only at his boxes of candy, and the charming figure he makes at the Junior Prom. Look also at his scholarship record, to see what chances there are of your getting that cozy fireside at which to be ever warmed and comforted during the cold and dark and bitter days ahead.

That preparation is what leads to success may be indefinitely illustrated from every line of human endeavor. It applies, for example, to athletic sports as well as to intellectual achievement. The football team which is best prepared usually wins the championship game. I well remember the Yale-Harvard game of 1908, at which we won over Yale for the first time in seven years. While I wasn't a good enough player to be in the game myself, I was "thru the mill" in practise developing the men and the plays which finally won the championship. I remember that game with the greater satisfaction because in all the years that have elapsed since 1908 Yale has beaten us only twice. In preparation for the Yale game we had, of course, some rather serious and severe preparation. The odds were regarded as against us when we went into the game, but we played hard upon our preparation. Our forward pass to Fish, our tall tackle, failed to work. As our Yale friends had been too careful in watching what we were doing during the season to overlook that dangerous device they always kept Fish well covered. However, by using VerWiebe, an elusive ground gainer, we made some long gains early in the game and came pretty near the Yale goal line. As the forward pass to Fish

would not work, we had to take VerWiebe out at this juncture to put in our drop kicker to make a drop kick over the goal, which he did at once, and we scored by that means our four points. Yale then started to play furiously to return our score with a touchdown which would give them six points and win the game. Our groundgainer, VerWiebe, under the rules then prevailing could not again go into the game. While Yale couldn't gain thru our line, they relied entirely upon their punting. Their fullback, Ted Coy, was a great punter. We couldn't consistently run the punts completely back, and had no man in action who could make the right kind of return punts to even up the game. We, therefore, lost three or four yards on every exchange until we were practically at our own goal line and the Yale stands were yelling themselves hoarse calling for a touchdown to win the game. Our coach then quickly sent in young Sprague, a man who could punt but couldn't play well. He booted the ball way down the field and out of danger. He was as quickly taken out again and a substitute who could better handle general play was put in in his stead. Before our Yale friends could repeat their successive punting offensive the game ended, and we went home victorious. We had finally won the Yale game, and the way we had won it was not by any new inspiration at the moment but by making use of the special preparation we had received at the hands of our coaches during the whole of the season. It was preparation that won that football game. It was superior preparation that led to the coveted goal of victory.

So far we have considered that a person ought to start early in life to prepare himself for the work in which he intends to win his success. We have also considered that in getting his preparation he should do his college work at least well enough to graduate. So far most of you will be likely to agree.

I turn next to a question upon which there is much disagreement, not only among college students but also among members of college faculties, and among the public generally,—the question whether a student ought to be a grind. Fair consideration of the question is almost invariably clouded with a great deal of personal bias, and its difficulties increased still further by the intense heat developed over the controversy. You ask yourself what you think about whether a student ought to be a grind and you don't have to hesitate in your answer. You ask anyone you meet whether a student ought to be a grind and he can give you an answer at once, and he will give it to you with the assurance of a man who knows what he is talking about. Ask him one more question, "how do you know?" He cannot tell you. If you analyze the reasons he gives, you will

usually find they are a generalized statement of his own experience, like the man who described his own particular habits of life as the customs of the community, and his own political sentiments as the views of the people at large in his part of the country. If you press him closely for the facts upon which he bases the conclusion about which he is so emphatic, he will tell you that this individual and that individual with such and such records of scholarship, whom he knows of personally, turned out thus and so. In the present state of education there isn't one man among twenty from college professors downward who can adduce any satisfactory proof whatever that his personal views regarding the effectiveness of the college grind in the practical world of life is based upon the general trend of actual facts. In most cases they are as likely to be based upon occasional isolated exceptions which because of their unique character have conspicuously attracted the attention. How prone we all are to notice and generalize from the exceptional I can readily illustrate by giving you this simple psychological demonstration with the accompanying spot on the page.



You notice the spot which appears on this page rather than the part of the page which is clean. The spot is the exceptional thing, much smaller than the rest, but set off by contrast, which attracts the attention. So in the case of estimating the value of a grind in actual life. We are apt to generalize from a grind who has turned out poorly, or from a poor student who has turned out well, because those cases, being rather unexpected, strongly attract our attention. To reach the proper frame of mind, therefore, to consider the question in a reasonable and impartial way, we must get rid of the personal attitude. The ordinary individual of reasonable intelligence will dismiss his personal attitude about the value of the grind when he is reminded that his personal attitude rests upon some individual instances, that he has no means of ascertaining whether or not those instances are merely exceptional instances, and that the mind is very apt to notice the exceptional while the ordinary events pass by as unseen as if they never occurred.

Charles II, the Merry Monarch of England, with all his faults has unwittingly illustrated to us a device for finding out how to answer the question whether a grind succeeds in after life. King Charles, being one day in a jolly mood, as he often was, stumped the fawners of his court by asking them why it was that when you put

a live fish into a pan of water the weight was not increased, while if you put in a dead fish the weight was increased by the weight of the fish. Some of his courtiers suggested one reason for this striking fact, others suggested another, but none of the reasons were sufficiently convincing to win general approval. No one could quite explain how it was that the dead fish added more weight than the live fish. They therefore argued about it back and forth until it occurred to some of them to try the experiment, when they found out that it wasn't so at all. They had merely been duped for the amusement of the witty monarch. They had hit upon the true principle of scientific research, the method of demonstration by experiment. This great principle the noted lawyer-philosopher, Francis Bacon, has expressed in the pithy phrase that "things are to be determined not by arguing but by trying." It is to this test of the grind that I want to invite your attention. Instead of arguing about whether it is useful to be a grind rather let us observe how the class of grinds has actually succeeded, as compared with the other less studious classes, in the battle of practical life.

Educators have for some time been trying to demonstrate that success is in direct proportion to scholarship. Thus it has been proved beyond the possibility of a doubt that those who win good marks in high school are on the average those who win good marks in college, and that those who do poorly in high school are also on the average those who do poorly in college. Similarly, there is abundant proof that those who do the best work in the college course are also those who do the best work in the more practical studies of the professional schools, such as the schools of medicine, engineering, and law. The most striking figures upon this aspect of the case are President Lowell's figures from the Harvard Law School. Of those who graduated from college with no especial honor, only 6½% attained distinction in the Law School. Of those who graduated with honor from the college, 22% attained distinction in the Law School; of those who graduated with great honor, 40%; and of those who graduated with highest honor, 60%. Sixty per cent of highest honor men in college won distinction in the Law School. Contrast that with the men in college who were satisfied with grades of C and lower. Of these men not one man in twenty years reached distinction in the Law School.

When I have from time to time referred to these figures to show that success in life depends on the quality of work done in college, I have frequently detected an attitude of scepticism toward the whole demonstration. The attitude of scepticism toward this sort

of proof is traceable, of course, to an instinctive feeling that the demonstration rests upon inapt or faulty premises. The thought frequently is that schoolmen who are in charge of such matters set up their own tests of success on the basis of marks, and then try to make everyone conform to them. The practical man of affairs, however, cares little or nothing about marks but looks for the achievement of results in the practical work-a-day world. Hence the widely prevalent notion that schoolmen are too theoretical, and that their ideas of success as reflected in marks, like all their other ideas, are too theoretical to be seriously considered in the practical world of hard facts. Thus, even granting that the boy who gets the highest marks in high school will be the one to get the highest marks in college and will continue his career of high marks in the professional schools, it hasn't thereby been shown that the high marks which lead to success in school and college also lead to success in later life.

It has been hard for educators to answer that challenge. They have tried it, however, by taking the lists appearing in *Who's Who* as tests of success in life. No one is given a place in *Who's Who* unless he has achieved some sort of success in the world. By comparing scholarship records with the lists appearing in *Who's Who* our educators have confirmed their original opinion that scholarship stands in direct relation to success in life. The following showing for 50 years of Harvard graduates is one illustration out of many similar studies based on *Who's Who* as a general test of success, showing the proportions from each scholarship group to attain distinction in later life.

1. Men who led their classes—valedictorians.....	73%
2. Summa cum laude	43%
3. First ten in each class.....	41%
4. Magna cum laude	20%
5. Cum laude	17%
6. Average of all graduates	15%
7. Graduates without scholastic distinction.....	10%

There thus appears, taking membership in *Who's Who* as a test of success in later life, an easily demonstrable connection between high marks and later success. Our practical men of affairs, however, will not even admit that getting into *Who's Who* is any genuine criterion of success in life. Getting into *Who's Who* may indicate some sort of distinction, but everyone knows that there are hundreds of thousands of men in all walks of life who are not distinguished, but who have more money and property, and who live longer and happier lives than many of the men who have succeeded in getting mentioned in *Who's Who*. Can anyone say such men are less successful in the real work

of life? As one attorney in practise said to me one time, "Getting into *Who's Who* is no better than a schoolman's test. It amounts to nothing as a test of success in life."

To get the last link in the chain, so to speak, I have therefore carried my compilation of the data in regard to the lawyers of North Dakota thru the feature of their success in practise as compared with their scholarship records. In the case of the legal profession a practical test of success is easy to ascertain. If a lawyer gets no cases, of course he is a failure as a lawyer. If a lawyer gets cases to try, his winnings and his losses in court are matters of record. With success in court follows abundance of clients, lucrative consultation practise, and financial success. With failure in court clients vanish, consultation practise disappears, and financial returns fade away. While success in court is not an ideal test of a lawyer's success since it but imperfectly reflects consultation practise, and since it ignores the larger social aspects of the question, yet success in court and no other is the practical test of success applied to the lawyer in the actual world. Success in court, moreover, be it noted, is not a test defined or set up by educators. It is the acid test of success applied by the world in general to a lawyer's work in practise.

The success in court of our North Dakota lawyers herewith presented, it should be emphasized, is not based on occasional instances, but is the average of all the cases on record tried by attorneys admitted during a period extending over twelve years. It therefore represents not guess work based on possible exceptions, but the general trend based on all the cases. As compared with their scholarship records while studying law the success of our lawyers has been as follows, calling the greatest success 100%.

<i>Scholarship record</i>	<i>Success in court.</i>
90 or above	86.50
85-89	100.00
80-84	80.60
75-79	51.57
below 75 (only 14, all told)	70.09

Several features are at once manifest on examination of this table. In the first place success in court has attended the men in the high scholarship groups to an extraordinary degree as compared with the success in court of the men in the lower scholarship groups. From the highest degree of success to the lowest degree of success as found by comparison of scholarship groups, there is registered a difference of almost fifty per cent. Think of it. Fifty percent of the chances of success depending largely on the kind of application put into the

law school work. Who is there, with any reasonable intelligence, who would deliberately cut off one half of his chances for success by shirking his ordinary preparation for the race he has of his own accord chosen to run? The mere statement of the question carries its own answer. At least so far as the practise of law is concerned, the educators' demonstrations are no fanciful theories. Good marks in high school lead to good marks in college, good marks in college lead to good marks in the law school, and good marks in the law school definitely lead to success in the hard world of actual practise.

A further remark is called for, on examination of the details of success in relation to scholarship groups. It will be observed that the proportion of success, while roughly corresponding with scholarship, varies from it both at the bottom and at the top of the scholarship scale. The group of highest scholarship has been surpassed in attaining success, by the next scholarship group. This fact ought to serve as a warning to the present generation of grinds that there are some other things in practise, as well as in life, than mere mastery of book knowledge and intellectual processes. As appears at length in further analysis of the figures, grinds have been more successful than the next scholarship group in the item of winning in Supreme Court litigation, where the issues depend largely on intellectual power. They have been less successful, however, in the matter of securing cases and in the matter of winning in the trial courts, instances where the so-called human qualities, as opposed to mere intellectual power, come more largely into play. Severely intellectual logical processes, the grind's specialties, while highly useful in after life do not cover the whole field of possible achievement. Failure to recognize that limitation is the grind's principal handicap.

An exaggerated instance of this defect in the grind is found in a story from folklore literature. It is related that Robin Goodfellow was once at work for a master tailor. They were preparing an elaborate gown for a wealthy lady of fashion, and were to have it ready for her the following morning. Late in the evening when there was left nothing but the finishing of a few trimmings, the master tailor, feeling very tired, told Robin Goodfellow to "whip them on quick", and himself went to bed. Robin Goodfellow did exactly as he was told. He hung up the gown, got a whip, and began to whip away at the trimmings with all his might, and not being told to stop kept up the exercise all night. Next morning when the wealthy lady of fashion came for her gown, not only was it still unfinished, but the cloth of which it was made was all worn to shreds by the night's lashing. Like some grinds, Robin Goodfellow had been too precise

and literal to apply his instructions successfully in the world of practical business in which he was trying to make a place for himself. He hadn't yet learned to apply the principle that "the letter killeth, but the spirit giveth life."

From the record of the grinds the moral must be that while good scholarship, as evidencing or developing intellectual power, is well-nigh indispensable to success in practise, it should not for the greatest degree of success be allowed to become so one-sided as to exclude the ordinary human interests. This much ought in justice to be granted to the widely prevalent idea that the grind is too impractical to succeed. He is not too impractical to succeed, but his success is likely to be greater if he mixes his grinding with some of the ordinary human qualities of more general interest.

A passing remark ought also to be made on the fact that the lowest scholarship group surpass the next higher group when it came to the test of success in practise. As the numbers in this group are too few to afford a reliable basis for generalization the result may be regarded as somewhat fortuitous, but, even so, this group failed by a wide margin of reaching the success attained by the high scholarship groups. It may be freely granted, however, that there are some other factors in addition to scholarship at work in securing a man's success in practise. Thus the matters of general experience, persistence, natural ability, and the quality of being able to mix well in any company are valuable adjuncts to a person's legal preparation in securing the highest degree of success.

As a general conclusion, then, on the relation between scholarship in preparation and success, the statement is amply justified, at least as applied to the practise of law, that success has been, on the average, roughly in proportion to the scholarship shown in preparation, with some slight variations from this order produced by other factors.

If you agree with me thus far you will recognize that it is worth while to do the kind of work which wins good marks in college. If you want to win good marks consistently there is only one way to do so, and that way is by regularity of preparation. Merely working hard on your studies when the spirit moves you is not enough, if you do not do so regularly. The snail beat the hare to the top of the hill, not because he could run faster, but because he kept steadily at it while the hare stopt to pay attention to other things, went to sleep, and forgot to start again in time. Without regularity in preparation a consistent record of good marks is impossible. It is related that King Alfred, the great Saxon King of early English history, made a regular program for each day's work, dividing his time according to notches cut in a

stick and regulated his work by the time it took a little fire to burn down the stick from notch to notch. He didn't have the convenience of a watch to help him keep track of the time of day but he found a way nevertheless to do his work in regular order and on schedule time. It is so easy for us to make a program of work for the college day that nothing but indifference or ignorance causes it to be left undone. To have the best chances to do well in his work every student ought to make out a program of the regular day's work, assigning certain definite time for every item of private study as well as definite time for recitations. The study program should be the student's schedule of regular business engagements, and should be kept as seriously as any other business engagement. Keeping the study program as a business engagement involves, of course, the requirement that studies take precedence over social diversions. As a noted man of business has once expressed it, in his advice to young men. "Do not let the biggest social engagement interfere with the smallest business duty."

If we are to inquire why preparation leads to achievement, why high marks in college lead to success in after life, we are led back to the laws of nature working thru all creation of which we are a part. There are two great factors shaping every individual person's career and marking out his destiny. The one factor is his heredity; the other factor is his environment. His heredity he is powerless to change. For good or ill, he is born of certain parents who transmit to him certain qualities. If those qualities are good he begins with the chances in his favor, if those qualities are bad he begins with handicaps to overcome. Environment, unlike heredity, is within large limits changeable. If I feel too cold to be comfortable, I may put on a coat, build a fire, or move to southern climes. If I don't like the place in which I live I can, by my labor, make improvements. Which of these two elements, relentless heredity or changeable environment, is the more important has not yet been satisfactorily determined, but it is everywhere agreed that both are active in shaping the individual's destiny. Bad hereditary tendencies may be counteracted, and good hereditary tendencies may be reinforced, by the appropriate environmental influences. Among these environmental influences are the associations and habits which every person's voluntary actions in due time build up for him. The individual person being largely master of his own environment and of his own habits of life may therefore truly be said to be the architect of his own fortune, and on his individual responsibility to work out his own salvation or damnation.

Repetition of processes forms a habit. Psychologists have demonstrated that the nervous system grows to the modes in which it has

been exercised. The habits we form in our youth become the very laws of our being, and for good or ill keep us going in the direction in which we started or which we deliberately chose in early life. As has been well said, already at the age of twenty-five the permanent outlines of character begin to appear, and by the age of thirty the character has set like plaster and will never soften again.

The important thing for you as students, therefore, is to make your nervous system your ally instead of your enemy, by acquiring thru regular application the habit of doing your work well during these your plastic years of opportunity. As you may become permanent drunkards by so many separate drinks, even in this land of national prohibition, so you may become masters and leaders in your several lines of endeavor by consistent, continuous application to the work that lies before you. As said by our greatest American philosopher, William James, "Let no youth have anxiety about the upshot of his education, whatever the line it may be. If he keep faithfully busy each hour of the working day, he may safely leave the final result to itself."



